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ABSTRACT

The Martinsburg-Berkeley County Public Library (West Virginia) conducted a project that involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted, other technology, and English as a Second Language (ESL) programs. The project served a three-county community of 50,000-100,000 and targeted inmates of correctional institutions, homebound, seniors/older citizens, migrant workers, ESL, and pre-GED learners. Tutoring was done one-on-one and in small groups, using the Laubach and Literacy Volunteers of America (LVA) methods. The program served more than 250 adult learners, and provided 7,020 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: progress sheets, telephone information form, learner update report and permanent record, recruitment brochure, tutor retention questionnaire, newsletters, recruitment bookmarks and business cards, and library display advertising the literacy office. (SWC)

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Martinsburg-Berkeley County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Library Literacy Center

c/o Martinsburg Public Library
101 West King Street, Martinsburg, WV 25401
(304) 264-0298

February 28, 1994

Executive Officer
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

Enclosed is the original and two copies of the Final Report for Grant Number R167A 20069, to the Martinsburg-Berkeley County (WV) Public Library.

Because of circumstances beyond my control, I was unable to write this Final Report by the December 31 deadline. I contacted Barbara Humes in early January to explain the circumstances and she said said she would do the proper paperwork to give me a two-month extension. I appreciate her understanding and help, and apologize for any inconvenience this causes the grantor.

Briefly, my problem was (and still is), my husband's chronic illness following a heart transplant in September 1992. I had scheduled the writing of this Final Report for the week between Christmas and New Year's, but he became seriously ill during a Christmas trip to Wisconsin and was kept in the University of Wisconsin Hospital from December 27 until January 29. I stayed there with him for the first 20 days until doctors could say what was wrong and that his illness was no longer life-threatening. Since then, caring for him at home, making up for missed days at work, and rescheduling numerous meetings and trainings because of bad weather have all caused me to take the full time extended for submission of this Report.

Thank you, and Ms. Humes, for your patience and understanding.

Sincerely

Therese M Hess

Therese M. Hess
Library Literacy Coordinator

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part I: General Information

1. Name and Address of Grantee:

Martinsburg-Berkeley County Public Library
101 W. King Street
Martinsburg, WV 25401

2. Name and Telephone of Person Preparing This Report:

Therese M. Hess, Project Coordinator
(304) 264-0298

3. Grant Number:

R167A 20069

4. Grant Amount Awarded and Actual Amount Expended:

Grant amount awarded was $35,000.00.
Actual amount expended was $32,389.63.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
X between 50,000 - 100,000 (3 counties)
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

X Recruitment
X Retention
___ Space Renovation
X Coalition Building
X Public Awareness
X Training
___ Rural Oriented
X Basic Literacy
___ Other (describe)_____

X Collection Development
X Tutoring
X Computer Assisted
X Other Technology
___ Employment Oriented
___ Intergenerational/Family
X English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
X Inmates of Correctional Institutions
___ Other (describe) Pre-GED (Adults whose reading skills are not adequate for GED self-study)

X Homebound
X Seniors/Older Citizens
X Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
X English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

X Laubach X LVA ___ Michigan Method
___ Orton-Gillingham X Other (describe) ESL tutor training combines LVA's workshop with training designed by a local educator who taught ESL for 20 years, including several years as a Peace Corps teacher.

5. **If this project involved tutoring, how was it provided? (check as many as applicable)**

X **one-on-one tutoring** X **small group instruction**
__ **classroom instruction**

6.(a) **If this project involved tutoring, was the learning progress of the adult literacy students <u>quantitatively</u> measured?** X **yes** __ **no**

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

LVA's R.E.A.D. pre- and post-tests are used for Basic Reading learners. Tutors are instructed to post-test their students (or bring them to the Literacy Center for testing) at least annually and/or when the student leaves the program. In general, when post-tests are administered, they show a full grade increase for every 40-50 hours of instruction. ESL learners must pass an English competency test at each of six levels in the instructional series called "English for a Changing World" before they can go on to the next level.

6.(b) **If this project involved tutoring, were <u>qualitative</u> outcomes of student progress documented?** X **yes** __ **no**

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Tutors are required to complete a progress sheet every two months (Attachment 1). A Tutor Contact Team calls any tutor who does not respond and gets the information by phone (Attachment 2). The Contact Team meets with the Coordinator bimonthly and, altogether, they determine any needed action plans for the student/tutor matches. Every six months, a student progress report (Attachment 3) is completed and added to each student's permanent record (Attachment 4). Each match has an individual cumulative file of report forms and notations concerning lifestyle changes, attitudes, learning preferences, etc., as well as actual accomplishments such as getting a driver's license, passing a GED test, or getting a job.

Accomplishments that have been reported for this program year include getting a driver's license (3 students), getting a job (2), getting a promotion on the job (1), entering a GED course (2), getting a GED (2), participation in a National Issues Forum (10), returning to program to reach a higher goal (4), getting off welfare (1), and receiving recognition awards (4).

7. **During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.**

__ **bibliography**
__ **curriculum guide**
__ **training manual**
__ **public relations audiovisual**
__ **training audiovisual**
X **recruitment brochure** (Att. 5)
__ **resource directory**
__ **evaluation report**
X **survey** (Att. 6)
X **newsletter(s)** (Att. 7) (a) & (b)
X **other (describe)**

- Att. 8 - Recruitment Bookmarks and Business Card
- Att. 9 (a) & (b) - Library display advertising Literacy Office

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 250+
Of those served, how many received direct tutoring service? 209
How many hours of direct tutoring service did they receive? 7,020
How many new volunteer tutors were trained? 34
How many current volunteer tutors received additional training? Approx. 50*
How many volunteer tutors (total) were involved? 154
How many non-tutor volunteers were recruited? 16
How many service hours were provided by non-tutors? Approx. 2000
How many librarians were oriented to literacy methods, materials, and students? 12
How many trainers of tutors were trained? 3

* Five inservices were given during the program year, with 25-30 tutors at each, but mostly it was the same tutors at each inservice.

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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Part III: Narrative Report

1. Comparison of Accomplishments with Stated Objectives

Objective 1: To continue operating a fulltime, staffed Library Literacy Center so that students, volunteers, and the general public have access to information and immediate response to their requests.

Status: Objective accomplished. Throughout the grant year, and presently, the Library Literacy Center is open from 11 am to 7 pm each weekday, to be accessible to tutors and students who work as well as to those who use the library during the day. Either the Literacy Coordinator or a parttime staff person employed by Literacy Volunteers of the Eastern Panhandle is present during these office hours. An answering machine records messages left when the Center is closed, and these are acted on promptly by the Coordinator. In addition, the entire Library staff is cooperative about helping with literacy matters during hours the Center is not open (i.e., 9 to 11 am, and 7 to 9 pm).

Objective 2: To maintain the services of a fulltime Literacy Coordinator who would provide leadership, coordination, and technical assistance to anyone wishing to improve or implement a literacy project.

Status: Objective accomplished. Therese Hess, who was hired as Coordinator at the beginning of the 91-92 grant year, continued in that position during the 92-93 grant year.

Objective 3: To assist Literacy Volunteers of the Eastern Panhandle (LVEP), which serves Berkeley and Morgan Counties, and Literacy Volunteers of Jefferson County (LVJC), as needed and requested, with training, publicity, and recruitment, in order to help those programs be as strong and effective as possible.

Status: Objective accomplished. The Literacy Coordinator is an LVEP Board member and chairs its Program Committee. She provides tutor training, tutor inservices, and special student programs for the program. Because the Coordinator and LVEP share office space at the library, she is able to provide regular student intake and testing assistance, as well as advice to tutors and students on appropriate and/or new teaching materials and techniques.

The Coordinator provides publicity, recruitment, and referral services for both LV groups through public speaking engagements and regular contact with government and

social service agencies. All training and projects initiated by the Coordinator are open to participation by LVEP and LVJC.

Item 3 of this Narrative lists specific activities undertaken by the Coordinator for the benefit of these two literacy programs.

Objective 4: To meet quarterly with librarians at all nine libraries in the Eastern Panhandle, to keep them informed of projects and to maintain their active involvement in providing literacy information and referral services.

Status: Objective partially accomplished. The Coordinator met weekly with the Director of the main library in Martinsburg; quarterly with the Directors of the Morgan County Library in Berkeley Springs and the Shepherdstown Library in Jefferson County; and visited the remaining branch libraries only once each. The branch libraries are open only part time and are too small to serve as meeting places for tutors and students. Staff were reluctant, even, to accept literacy materials because of lack of shelf space. Nevertheless, all nine libraries have been sufficiently informed by the Coordinator about literacy services and materials, and are kept supplied with brochures and fliers to give to interested patrons and potential learners. The Berkeley Springs, Shepherdstown, and Harpers Ferry Libraries are actively involved, along with the Martinsburg Library, in literacy activities: Harpers Ferry provides shelf space and meeting space and one librarian serves on the Board of LVJC. Shepherdstown provides shelf and meeting space, and its Director is an active tutor and Board member of LVEP. The Berkeley Springs Library provides space for a satellite office of LVEP, shelf space for literacy materials, has a member on the LVEP Board, and sends representatives to all literacy meetings held in Morgan County.

Objective 5: To identify and contact constituencies most in need of literacy services; and to establish five on-site study centers for them so that they can learn in convenient and familiar surroundings.

Status: Objective has been only partially accomplished. Contacts were made throughout the grant year with agencies and organizations representing the constituencies most in need of literacy services. Racial and ethnic minority groups were reached through ongoing contact with the Telamon Corporation whose Education Director is a trained literacy tutor, the Petra Worship Center, and Shenandoah Health Clinic. The Coordinator maintains regular contact with the 27 member agencies of United Way of Berkeley and Morgan Counties by attending all quarterly agency meetings. The Coordinator serves on

the Head Start Parent/Staff Education Committee and is an active member of the Eastern Panhandle Health and Human Services Council. All of these organizations and agencies are aware of the literacy services provided through the Library Literacy Center and have information on how to make referrals.

Efforts to establish study centers apart from the library, at sites already familiar and used by the various constituencies, have failed. Three such projects were launched, with the following results:

(1) The Petra Worship Center, a neighborhood church, wanted to establish its own study center. The Coordinator trained 10 tutors there, helped the pastor obtain a grant for materials, and stood ready to assist in organizing the program, testing learners, and making initial matches. The pastor initially said he knew of church members who needed and wanted help with reading. When tutors were trained, however, no learners were identified or recruited. Petra began having some financial and other problems, according to the pastor, and abandoned the literacy project. Eventually, Petra even had to return the grant money obtained for materials. Three of the tutors trained at Petra now tutor for LVEP; the others did not want to work outside their church.

(2) The Martinsburg Christian Community Center wanted to establish an English as a Second Language class, with help from the Library Literacy Center. Again, tutors were trained and funding for materials was obtained. The person who was to take the lead in that project was unemployed at the time and gave a great deal of attention to the project. A few months into the project, however, he was hired to implement a different social service project and had no time for the ESL project. Without his leadership, it foundered and ended about six months after it started.

(3) The Coordinator developed a project with Shenandoah Health Services, to provide tutors for undereducated pregnant women. Materials were obtained, childcare and transportation was provided, and two tutors were trained to lead a class at the Clinic. With a great deal of effort on the part of the Coordinator and Clinic staff, four women were eventually recruited, but not a single one of them showed up for the classes. After two weeks of no-shows, the project was abandoned. The women's reasons for not attending were that they forgot, they were busy, they didn't feel well, and the weather was too bad.

It is the Coordinator's opinion that, in the first two cases, the projects failed because there was not sufficient interest among the people involved to sustain their projects. At each church site, there was one interested "leader" rather than a core group of dedicated volunteers, and when the leader dropped out, no one else was willing to take

over. The Coordinator should have moved more slowly in these projects, and developed a broader interest with more key people before proceeding with training. In the third case, the Clinic staff and the Coordinator agree that while many of their clients are in need of literacy services, they have too many other, more immediate, needs that demand their attention and effort.

Objective 6: To encourage service agencies and religious groups to start on-site literacy projects, and to help implement at least one church-based project and two agency-based projects.

Status: Objective not accomplished. After the experiences described briefly in Objective 5, above, the Coordinator came to believe that such on-site projects are not viable. Other agencies and groups have their own goals and responsibilities, and while they recognize the literacy needs of some of their clients or members, they prefer to let existing literacy programs take care of those needs. They see on-site programs as a duplication of services already offered in the community.

Objective 7: To inform key personnel at 20 major area industries about the advantages of workplace literacy programs and to establish demonstration programs at two of those sites.

Status: Objective is partially accomplished and in process. In the Fall of 1992, as a leading member of the Goal Five Task Force of the Berkeley 2000 Education Project (a county affiliate of America 2000, the national education project), the Coordinator helped design and distribute a questionnaire to area businesses and industries concerning the educational status and needs of their employees. There was a 27% response rate, and two respondents indicated an interest in doing a pilot project. In January 1993, the Task Force chairperson resigned and was not replaced until November. Only one Task Force meeting has been held since then, and discussion is just now being renewed among members about establishing a pilot workforce literacy project. If such workplace programs are established, however, they will most likely employ credentialed ABE instructors rather than volunteer tutors.

Objective 8: To recruit and train volunteer tutors for specific constituencies, altering the basic training to include information, materials, and techniques that are especially relevant to each constituency.

Status: Objective accomplished. However, rather than altering the basic training, it seemed more appropriate to have tutors complete the basic training and then be further trained for the specific groups they would work with.

For the Shenandoah Clinic project, the Coordinator recruited and trained as tutors a registered nurse and a high school English teacher. Also recruited, to serve as an aide to the tutors, was a former literacy student who had been a maternity client of the Clinic and went on to obtain her GED. The Coordinator and two tutors spent approximately six hours together reviewing materials and designing course content that would teach basic skills and prenatal health care at the same time.

For the Christian Community Center project, volunteers were recruited who were bilingual in Spanish (the constituency in this case was all Mexican) and trained in ESL teaching methods. In addition to a basic ESL text, materials included children's stories and bible stories in English and Spanish.

In response to expressed student goals, a tutor was recruited to lead a "Reading the Bible" small group class at the Library. This was a reading class, not a bible studies class. The tutor and Coordinator obtained several bible versions, including easy-to-read editions, and designed classes that centered on pronunciation, fluency, finding passages, and word definitions, rather than on interpretation.

Three volunters were recruited and trained to accompany caseworkers on home visits for Head Start. The literacy volunteers taught basic skills to a parent while the caseworker worked with the children. Materials dealing with parenting skills were used in teaching the basic skills.

Objective 9: To provide and promote use of an Adult New Reader collection at the Library, that can be used by the general public as well as by students enrolled in literacy programs.

Status: Objective accomplished, and ongoing. Throughout the grant year, the Coordinator and a volunteer Library Committee composed of trained and experienced literacy tutors researched, reviewed, and selected materials to be added to the Adult Literacy Collection. Also throughout the year, Library staff cooperated in computer cataloguing all literacy materials obtained by the Coordinator and all literacy materials collected over the past 10 years by LVEP. A separate stack section was made available for the Collection, adjacent to the student/tutor study area. The books are labeled and organized using the Dewey system for nonfiction, and alphabetically by author for fiction—just like the rest of the library, so that as students learn to find materials in the Collection, they also learn to find materials elsewhere in the Library. In addition, the literacy area of the library has a locked cabinet containing literacy-related audio and video tapes, tape players with headphones, and a TV/VCR, which students, tutors, and the general public can use by

checking out a key at the main desk. Cataloguing and signing is scheduled to be completed in March 1994, at which time a tutor-student inservice will be held to explain the organization of material and show how to find specific items either on the shelves or by using the computer.

Objective 10: To promote collaborative approaches, shared use of resources, and information exchange among all groups involved, through publications, personal contacts and, eventually, formation of an Eastern Panhandle Literacy Initiative.

Status: Objective partially accomplished. The Library Literacy Center, LVEP and LVJC cooperate extensively on training, referrals and publicity. Information on training workshops and inservices is routinely shared, referrals of both tutors and students are made to the appropriate programs, and speakers or print information from any of the programs usually include information about all the programs.The Literacy Center has helped arrange collaborative projects with Head Start of Morgan County (tutors go on home visits with caseworkers), the Eastern Regional Jail (one-to-one tutoring with inmates two days a week), the Eastern Panhandle Mental Health Center (testing of clients for placement in appropriate program), the JOBS program of the Department of Health and Human Services (National Issues Forum), and the GED Study Center (literacy volunteers do one-on-one tutoring with students who need help, at the Study Center). Shared resources include meeting space and tutoring materials.

Information exchange with other agencies and organizations is widespread and ongoing. The Coordinator represents the Literacy Center and LVEP at all quarterly meetings of United Way's 27 agencies, monthly meetings of the Eastern Panhandle Health and Human Services Council, bimonthly meetings of Head Start's Parent Education Committee, irregular meetings of the Berkeley 2000 Goal Five Task Force, and bimonthly meetings of the Berkeley County Drop Out Prevention Task Force. LVEP's newsletter (Attachment 7), published by the Coordinator, is distributed to representatives of all these agencies and organizations.

The Coordinator did not attempt to establish a formal Eastern Panhandle Literacy Initiative because, in view of other local developments after the LSCA grant was written, it seemed redundant. In 1992, two new organizations were created to provide cross-dissemination of social service information and to prevent duplication of services among agencies: The Governor's Cabinet on Children and Families, which is statewide, and the Eastern Panhandle Health and Human Services Council, which covers Berkeley, Jefferson, and Morgan Counties. Both include family education in their mission and/or goals

statements. In fact, at a meeting of the West Virginia Literacy Council, it was specifically suggested that literacy information and programs be promoted through the Family Resource Networks being established in counties by the Governor's Cabinet on Children and Families. Furthermore, the Eastern Panhandle Health and Human Services Council is currently considering formal action to become the Family Resource Network for these three counties. The Coordinator, who is a governor-appointed member of the Literacy Council and a volunteer member of the Health and Human Services Council, felt it would be futile, and even damaging to the cause of literacy, to promote still another, separate, single-issue entity in light of these efforts to build collaborative networks.

2. Comparison of Proposed and Actual Expenditures

Proposed and actual expenditures compare as follows:

	Proposed		Actual	
A. Salary & Wages				
Coordinator		$ 22,100.00		$22,099.92
B. Fringe Benefits		5,627.30		5,019.80
E. Supplies		-0-		225.00
G. Library Materials		2,000.00		2,151.72
H. Other				
Staff Travel	1,352.00		1,274.90	
Telephone	961.80		638.32	
Postage	300.00		260.87	
Office Supplies	300.00		388.51	
Printing	1,500.00		-0-	
Training Materials	858.90		202.50	
Miscellaneous	0		128.09	
		5,272.70		2,893.19
TOTAL		**$35,000.00**		**$32,389.63**

Notes:

Fringe Benefits (B) were less because the library is required to only withhold 1.45% for Medicaid rather than 7.8% for Social Security.

No money was budgeted for Supplies (E). However, when stacks were removed from the literacy area in the Library to provide expanded study and meeting space, the tile floor underneath was irrepairably stained and scratched; since the Center was under budget, a decision was made to purchase carpeting for the new literacy area at a cost of $225.

Under line item (H), deviations from the budget are shown for Printing and Training Materials, and an unbudgeted Miscellaneous category is shown. No monies were expended on printing because separate newsletters, brochures, and posters for the Literacy Center, as distinct from LVEP, were thought to be too confusing to the public, since both

share the same space at the Library. Therefore, the Coordinator helped LVEP produce those items, and LVEP paid for them. Money for training materials was provided to all local literacy programs in West Virginia through special grants to the State Office of Literacy Volunteers, so the Literacy Center needed only to pay for handouts, nametags, filefolders and photocopying, but not for tutor handbooks—a substantial savings. The amount shown under Miscellaneous was for a Literacy Center membership in the local Chamber of Commerce ($122) and for laminating some posters ($6.09). The Chamber membership was thought to be good community relations and also a way of exchanging information with the growing business community.

3. Details of Activities Undertaken During Grant Year

Library Materials Acquired: Throughout the year, the Coordinator reviewed students' stated goals, talked with students and tutors frequently as they came to the library for study sessions, and obtained information from the LVEP Tutor Contact Team about specific materials requested by tutors, so that informed decisions could be made about the types of materials that should be acquired. The Coordinator also routinely reviewed all catalogs from publishers of adult literacy materials to identify new publications that might meet local needs.

There was a need, first (and ongoing), to complete broken sets of books (such as the Laubach Way to Reading and LVA's Read On series) that were rendered useless because some parts of the series were borrowed and never returned.

There was a great need for pre-GED materials—covering skills more advanced than "basic" skills but a little easier than GED preparatory workbooks (i.e., materials corresponding roughly to grades 6-8).

There was a need for more Bible stories, a more appropriate selection of children's stories (not all children's stories are easy to read) that new readers could read to their children, more material on getting a driver's license and/or Commercial Driver's License, more good fiction, and easy-to-read general reference material.

There was a need for ESL materials such as translation dictionaries, idiom dictionaries, and multicultural resource materials in addition to the new standard text called "English for a Changing World" being used by all LVEP tutors who work with ESL students.

Finally, there was a need for books with accompanying audiotapes, which can be used as homework, reinforcement of lessons, independent study, and vocabulary expansion.

All of the above categories of books were found in catalogs from an array of publishers of Adult Literacy materials—primarily New Readers Press, Scott-Foresman, Contemporary Books, and Steck-Vaughn.

Training Provided: The Coordinator and LVEP trainers presented two Basic Reading Tutor Training Workshops during the grant year—in October 1992 and in February 1993—and one English as a Second Language Tutor Training Workshop, in January 1993, producing a total of 34 new tutors.

Five inservices for tutors were organized by the Coordinator. Topics dealt with Teaching the Learning Disabled Student (October 1992), Alternataive Techniques for Tutoring (December 1992), Teaching Verbs to ESL Students (February 1993), Tutor Roundtable (February 1993), and Tutor Roundtable (September 1993). The Roundtables were for the purpose of sharing successes, problems, and solutions among tutors—and both sessions were very popular with the tutors.

The Coordinator provided Workshop Leaders' Training for local trainers in October 1992 and again in February 1993, and provided the same training at a state literacy conference in August 1993, to introduce new ideas or changes that might enhance tutor training.

The Coordinator arranged for travel and funding for six literacy volunteers to receive training in "50/50 Management" of literacy programs, offered by LVA's national office at a state LVA conference.

Tutor Retention Questionnaire: Local literacy program leaders were concerned about the loss of trained tutors—some complete a training workshop and then decide not to take a student; and others quit after only a few months or after one experience with a student who drops out. The Coordinator worked with a volunteer who agreed to design a Tutor Retention Questionnaire as part of a class project toward her master's degree. The Questionnaire (see Attachment 6) was sent to all tutors trained in Berkeley and Morgan Counties since 1982 whose addresses were still current.

In all, 243 Questionnaires were mailed in May 1993, and 70 (29%) were returned by the end of June. Some of the more interesting and useful findings were:

• Most volunteers learned about the literacy program through newspaper articles, followed closely by the Library.

• A large majority felt they were sufficiently aware of the time and effort commitment before taking tutor training, and that they were appropriately matched with a student.

• Almost all tutored at the Library, and felt that Library resources were adequate for tutoring.

• Most were satisfied with the tutor training they received, although about a third of the respondents said that more "hands on" practice and more specific examples of real local students would have been helpful.

• The most frequently expressed criticism of the training workshop was that it did not prepare them adequately for the characteristics and personalities of the students—for example, that they might have learning problems, low self-esteem, lack motivation, have unrealistic expectations, and so on. This issue has been addressed by the Coordinator and others on the training team, and additional time is now spent in the workshop discussing these matters.

Student Activities Provided: Although not included in the objectives for the grant year, several events and activities were provided by the Coordinator specifically for students enrolled in literacy and/or adult basic education programs:

1. With funding from the WV Humanities Council, the Coordinator received intensive training in National Issues Forums and then held a Forum for ESL and Basic Reading literacy students and JOBS program students. Presentations were made to both groups, who selected "The Health Care Crisis" as their topic; students were given several weeks to study issues books on the topic with their tutors or teachers; then all (15 participants) got together (June 1993) for a public discussion, with the Coordinator serving as moderator. Feedback from students was uniformly good. All were queried by the Coordinator in the weeks following the Forum and all were enthusiastic about doing another Forum this year. One student wrote to the Coordinator: "Although we haven't concluded what choice we would agree with, everyone discussed the choices and listened with an open mind. For me, this was the first time I ever had a chance to voice my thoughts with a room full of people. I'm really glad I joined the group."

2. Two students were recruited to serve on the LVEP Board of Directors; one serves on its Public Relations Committee and the other on the Library Committee.

3. A local ESL student was nominated by the Coordinator and chosen to serve as one of three state delegates to the biennial National Student Congress, held in Washington, DC in September 1993.

4. For the first time in the history of LVEP, two students attended the annual state literacy conference in Charleston, and one attended the annual national LVA Conference in Louisville, KY.

5. Two "International Dinner Parties" were held for ESL students, their families, and their tutors. The affairs were potluck, with students bringing dishes from their homelands. These social activities greatly strengthened rapport and friendship among families from more than a dozen different countries.

6. The Coordinator planned and taught two six-week classes for students enrolled in GED classes who needed extra help with writing skills. Classes were held for two hours once a week, and centered on punctuation, spelling, sentence and paragraph structure, drafting and rewriting, and confidence-building about expressing personal thoughts on paper. Two students participated in both six-week classes and have signed up for a third set; four others attended some of the sessions but droppedout for various reasons (one got pregnant, one got an evening job, and two just weren't interested).

Coordination with LVEP: The Coordinator serves on the LVEP Board of Directors and shares office space with LVEP's office staff and volunteers. Throughout the grant year, she reported to and consulted with the LVEP Board at its monthly meetings. For the last three months of the grant year, the Coordinator served as interim president of the Board when the elected president resigned because of family concerns.

To help develop a literacy program in Morgan County, the Coordinator organized a steering committee there, representing LVEP, the county library, Head Start, Interstate Service Coalition, the Board of Education, and several individual volunteers. The group met six times during the grant year. Work is progressing on establishing a satellite office of LVEP at the Morgan County Public Library. An historic building, the Johnson House, is being renovated to become the future site of the library, and volunteers have cleaned and painted part of that building to serve as an office and tutoring place. Office furniture and tables and chairs for tutoring are being collected, and the Satellite Center should be open for business on a regular parttime basis in the Spring of 1994. Meanwhile, throughout the year, two trained tutors worked with Head Start, tutoring parents during home visits by Head Start social workers. In the fall of 1993, another cooperative effort was begun, in which literacy tutors work with students in a special GED study center set up for Head

Start parents. The project didn't actually get underway until January 1994, but at that time, seven parents were attending the class.

Miscellaneous Activities: The Coordinator engaged in several additional kinds of activities that seemed consistent with the Literacy Center's mission:

• Advised parents on how to help their children improve reading skills, and lent out special materials to people studying for the Commercial Driver License.

• Promoted the idea of tutors reading aloud to children in homeless shelters, the hospital, etc., as an additional or alternate service to the literacy program. In the Spring of 1994, this will become a formal part of the Literacy Center's activities, when training will be given by "Read Aloud West Virginia."

• In December 1992, obtained donations of 40 boxes of children's books from a book warehouse, and distributed them among libraries and churches just before Christmas.

• Provided grant-writing help to the Eastern Regional Jail and Regional Educational Services Agency for literacy-related projects.

• Attended 12 hours of computer training classes to become more proficient on the Macintosh; then trained library staff and literacy volunteers in Macintosh basics.

• Gave talks at United Way functions, General Motors Education Day, Optimists' Club, Senior Citizens of Morgan County, Regional Extension Homemakers Conference, and Rotary Club; prepared news items and articles for Potomac Magazine, Networks (the state literacy newsletter), and local media.

• Served as member of, and attended: monthly meetings of LVEP Tutor Support Team, monthly meetings of LVEP Board of Directors, monthly meetings of the Eastern Panhandle Health and Human Services Council, quarterly meetings of WV Literacy Council, quarterly meetings of Literacy Volunteers of West Virginia, and bimonthly meetings of Berkeley County Dropout Prevention Committee.

• For purposes of continuing education, attended LVA National Conference, LVA State Conference, Techno-Expo Conference, and WV-CALL Training Days.

• Served on WV Humanities Council committee to design "New Books for New Readers."

4. Role of the Library

The Martinsburg Library has been the primary factor in the development of literacy programs in the Eastern Panhandle. Two staff members were instrumental in starting LVEP 12 years ago, and the library has given office and meeting space, telephone and furniture,

shelving and study areas to the program ever since. Four staff members havae served on the LVEP Board over the 12 years.

Throughout the grant year, virtually all library staff members were involved in the grant project by referring patrons to the Literacy Center for help, handling tutor-student phone messages, processing books from the Adult Literacy Collection, and ensuring that all new cardholders were given print information on the literacy program and the need for volunteers.

In addition, several staff members took on specific duties:

• Library Director Peggy Batten met weekly with the Coordinator to oversee and help with implementation of the grant project.

• Bookkeeper Betty Gunnoe took responsibility for all bookkeeping involved in employing the Coordinator, purchasing books and supplies, and obtaining funds monthly from LSCA.

• Linda Wooten, in charge of used book donations, forwarded all appropriate donated books and dictionaries to the Literacy Collection.

• Margaret Didden, research specialist, provided ongoing information to the Literacy Center on newly-published literacy materials, helped train new tutors, taught a small group class and trained tutors in small group techniques, participated in National Issues Forum training, and served as Vice President of the LVEP Board.

Involvement on the part of the Martinsburg Library's three branch and five affiliate libraries was varied. As mentioned above, the Morgan County Library participated actively in literacy efforts in that county. The head librarian obtained a grant for adult new reader books, allocated a room in the renovated library building for a literacy office, and served on a county literacy steering committee. The Chairman of the Morgan Library Board of Directors is also a member of the LVEP Board. The Harpers Ferry Library and the Shepherdstown Library in Jefferson County provide meeting space for tutors and students, All other branches and affiliates are too small and overcrowded to accommodate tutors and students.

The Coordinator has visited all branches and affiliates, informed them of the Literacy Center and its activities, provided them with brochures and fliers, sent them the literacy newsletter, and provided each with the 30-volume set of videotapes and accompanying workbooks called "Learn To Read" (purchased by the WV Library Commission under an LSCA grant). All librarians agreed to share materials and information with patrons and make referrals to the Literacy Center.

5. Cooperating Agencies and Organizations

The primary organizations cooperating with the Library Literacy Center are LVEP and LVJC, the two existing volunteer literacy programs in the Eastern Panhandle. Office space and all activities are shared with LVEP. Tutors and students recruited by the Coordinator become members of LVEP or of LVJC. Training workshops and inservices presented by the Literacy Center are for all members of both groups.

Other organizations and agencies involved during the grant year were:

• Head Start of Morgan County, which had three staff members trained in one-to-one tutoring, identified homebound parents who needed tutoring, arranged for two LVEP tutors to accompany caseworkers on home visits to work with parents, and participated in the Morgan County Literacy Steering Committee meetings.

• The Interstate Service Coalition in Hancock, MD, which assigned a VISTA Volunteer to help run the Morgan County literacy program. The VISTA worker spent one day a week in Morgan County and attended all Steering Committee meetings.

• The Eastern Regional Jail, where an LVEP tutor works with inmates two days a week.

• AT&T Telephone Pioneers, which provided funding for materials at the Regional Jail.

• Res-Care Health Services of Martinsburg, which arranged to have two staff members trained as tutors to help their clients. In addition to that paid tutoring, both now volunteer their tutoring services to LVEP students.

• Southside Group Home, which made arrangements for a tutor to work with a client on-site, since he is unable to leave his bed.

• Read Aloud West Virginia, which lent materials to the Literacy Center and worked with the Coordinator to set up a Read Aloud program for tutors.

• United Way of Berkeley and Morgan Counties provides funding for LVEP and substantial publicity for literacy in general.

6. Program Sites

Libraries whose facilities were used for this project are the Berkeley County Public Library in Martinsburg, Shepherdstown Public Library, Harpers Ferry Public Library, and Morgan County Public Library in Berkeley Springs.

Other sites whose facilities were used for tutoring and/or testing were the Eastern Regional Jail, Eastern Panhandle Mental Health Center, Southside Group Home, Rest Haven, and Children's Home Society, all in Martinsburg; Mt. Zion Episcopal Church in Charles Town; and the GED Study Center in Berkeley Springs.

7. Impact of Project on Grantee's Program

The establishment of a fulltime, staffed Library Literacy Center has dramatically improved literacy services, and the public's use of those services.

The number of enrolled learners in the LVEP program increased from 72 to 157 during the first grant year, and to 209 for the 1992-93 grant year. Learning sites were expanded as indicated in Item 6, above. The development of the library's Adult Literacy Collection has benefited many library patrons in addition to tutors and students. Having a staffed office with regular hours has meant that all potential learners and volunteers can be interviewed and enrolled promptly; and students can be assessed before matching with tutors.Better records are being kept, more post-tests are administered, and tutors and students are benefiting from more useful materials and more frequent help with tutoring problems and techniques.

Having a fulltime Literacy Coordinator means that there is now someone with both the expertise and the time to talk to library patrons, potential learners, and community members about the importance of literacy and how it can be accomplished for those adults who grew up without it.

The Literacy Coordinator, simply by *being there* at the library, has been able to:

- help tutors and students with testing, materials, and learning problems—and offer friendship and encouragement;
- advise parents who want to help their children with reading problems, by showing them techniques they can use and materials available at the library;
- help adults who cannot, or don't want to, have a tutor but want to improve on their own, by setting them up with a video-based and/or book-based self-instruction plan;
- talk with people who are just curious about literacy, often resulting in their volunteering to become tutors.

Prior to this Federal project, there were no cooperative literacy projects in the Eastern Panhandle known to the Coordinator. The ideas were there, and the will was there, but with only volunteers to implement them, they remained "future goals." It takes at least one fulltime staff person to collect, organize, and disseminate information; to be aware of,

and communicate, the efforts of various groups; to help develop and implement literacy projects within other organizations; and to be a point of contact and referral for all literacy-related matters.

Likewise, it takes more than a few volunteer hours to build and maintain a useful Adult Literacy Library Collection. The Federal project has provided money to purchase needed materials and a staff person who, through research and experience, can select the best and most-needed materials, organize them in a way that is useful to patrons, and consult with users on what is available and appropriate for them.

As fulltime paid staff, the Coordinator is able to represent and promote library literacy programs broadly. During the grant year, she worked with the West Virginia Humanities Council on National Issues Forums for adult literacy students and on developing new books for new readers specifically about West Virginians. She was appointed by the Governor to a three-year term on the 14-member West Virginia Literacy Council. She was elected to the Board of Directors of LVA-West Virginia. She serves on the Goal Five Task Force of the Berkeley 2000 Education Project (a county affiliate of America 2000, the national education project), the Berkeley County Dropout Task Force, the Eastern Panhandle Health and Human Services Council, and Head Start Parent Education Advisory Committee. All such activities help establish the Library Literacy Center as a stable and reliable source for literacy-related assistance and ideas.

In summary: Before the Federal grant, the library sponsored a *volunteer* program whose project was adult literacy. With the Federal grant, the library has a *literacy* program which utilizes volunteers to deliver services.

Attachment 1

Literacy Volunteers of the Eastern Panhandle

Student Name _____
First Middle Last

Tutor Name _____

Date of Lesson	Materials Used and Comments

Observations/Changes/Improvements

reading _____

writing _____

speaking _____

What worked well for you this time? _____

_____

Special Problems _____

_____

Attachment 2.

Literacy Volunteers of the Eastern Panhandle

Caller _____ Time Period _____

Tutor _____ Student _____

Meetings this period _____

	Materials Used	Observations/Changes/Improvements
Reading		
Writing		
Speaking (Conversation)		

Changes in self confidence _____

_____

What worked well for you this time? _____

_____

_____

Special problems _____

_____

_____

Attachment 3

CONFIDENTIAL

Date: ☐☐/☐☐/☐☐

LVA Learner Update Report

Form 2

For Reporting to Local Office (Please use blue or black ink)

❑Quarterly ❑Semi-Annually
❑Monthly ❑Annually

Changes in Learner Information: Learner ID Code _____

Name: _____
Address: _____
City/State/Zip: _____ Okay to Mail? ❑ Yes ❑ No
Phone (H): ( )____- _____ Okay to Call? ❑ Yes ❑ No
Phone (W):( )____- _____ (ext.) OK to Call? ❑ Yes ❑ No

Program: ❑ BR ❑ ESL
Current Instruction: ❑ OTO ❑ SmGp ❑ ClassRm
Tutor: _____
Marital Status: ❑ M ❑ S ❑ D ❑ W
Parent: ❑ Yes ❑ No # Children: ____

Education: ____
1 Grade 0-4
2 Grade 5-8
3 Grade 9-11
4 H.S. Diploma
5 Some College
6 Not Available

Employment Status: ____
1 Full-time
2 Part-time
3 Unemployed
4 Disabled
5 Retired
6 Not in Labor Market
7 Seeking Work
8 Info Not Available

Occupation: ____
1 Professional
2 Managerial
3 Clerical
4 Technical
5 Service
6 Agriculture
7 Homemaker
8 Sales
9 Inmate
10 Other: _____

Income Level: ____
1 (< 5,000)
2 (5-9,999)
3 (10-14,999)
4 (15-19,999)
5 (20-24,999)
6 (>25,000)
7 Not Available
8 On Public Assistance

Available to Meet:

	Morn	After	Eve
Mon	❑	❑	❑
Tues	❑	❑	❑
Wed	❑	❑	❑
Thurs	❑	❑	❑
Fri	❑	❑	❑
Sat	❑	❑	❑
Sun	❑	❑	❑

Progress Toward Goals

	Goals Achieved This Period Specific Goal	Date Achieved	New Goals Set This Period Specific Goal	Date Set
1 Community 2 Driver's License 3 GED 4 Job/Better Job 5 Survival Skills 6 Parenting Skills 7 Voting 8 Enter other Ed./Training 9 Library/Creative 10 Left Public Assistance 11 Other _____				

Comments:

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(OVER)

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LVA Learner Update Report (continued)

Progress

1. What overall progress has the learner made?
   - Fluency in: ❑ Reading ❑ Writing ❑ Speaking
   - ❑ Follows directions with greater ease
   - ❑ Other : _____
2. Changes in self-esteem (or integration into North American culture) noted:
   - ❑ More at ease ❑ Does more things alone
   - ❑ Has positive attitude to new projects
   - ❑ More pride in appearance ❑ Socializes more
   - ❑ Attempts things not willing to be tried before
   - ❑ More willing to read aloud and share ideas (with group)
   - ❑ More eye contact
   - ❑ Other : _____
3. What reading materials are being used?
   - ❑ Books ❑ Reading Series ❑ Poetry
   - ❑ Real Life Materials (newspapers, forms, handbooks, job manuals, menus, etc.)
   - ❑ Other: _____
4. What writing has been done?
   - ❑ Journals ❑ Letters ❑ Stories/Essays
   - ❑ Notes ❑ Poetry ❑ Job-related
   - ❑ Other: _____
5. What activities has the learner participated in?
   - ❑ Recruitment ❑ Media ❑ Speaking
   - ❑ Newsletter ❑ Support Group ❑ Talk to New Learners
   - ❑ Other: _____

Assessment ***(every 50 Hrs):***
- ❑ READ ❑ ESLOA
- ❑ LVA Integrated Assessment

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Instructional Hours

	Hours Tutoring	Hours Preparation
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		
Current Period		
Year to Date		

Termination

Termination Date: | | | | | | | | |

Termination Reason: _____

1 Met Goals
2 Health/Pregnancy
3 Childcare Problems
4 Transportation Problems
5 Tutoring Location
6 Lack of Interest
7 Moved/Left Area
8 Personal
9 Job Conflict
10 Tutor Termination
11 Tutor/Learner Sched Conflict
12 Unknown
13 Other _____

Length of Stay in Program: _____

1 0-6 hours
2 7-12 hours
3 13-25 hours
4 26-50 hours
5 >50 hours
6 Not available

Assessment at Termination
❑ READ ❑ ESLOA ❑ LVA Integrated Assessment

Score: Topic:

Additional Comments:

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Attachment 4

CONFIDENTIAL

Date: | | | | | |

LVA Learner Intake/Permanent Record

Form 1

For Local Office Use Only (Please use blue or black ink)

Interviewed by: _____

Type of Program:
❑ Regular ❑ Corrections ❑ Workplace
❑ Family ❑ Migrant ❑ In-School
❑ Other _____

Program: ❑ BR ❑ ESL

Instruction: ❑ OTO ❑ SmGp ❑ ClassRm

Tutor Assigned: _____

Type of Institution:
❑ Library ❑ Corrections ❑ Agency
❑ School ❑ Other _____

Status: ❑ Active ❑ Transfer/Return
❑ No Test ❑ Terminated
❑ No Match

Learner Information: Learner ID Code _____

Name: _____
Address: _____
City/State/Zip: _____ Okay to Mail? ❑ Yes ❑ No
Phone (H): ( )_____- _____ Okay to Call? ❑ Yes ❑ No
Phone (W):( )_____- _____ (ext.) OK to Call? ❑ Yes ❑ No
Native Language: _____ ❑ Speak ❑ Read ❑ Write

Date of Birth: | | | | | |
❑ Male ❑ Female
Place of Birth: _____
U.S. Citizen: ❑ Yes ❑ No Yrs in U.S. ___
Marital Status: ❑ M ❑ S ❑ D ❑ W
Parent: ❑ Yes ❑ No # Children: ___

Ethnic Group: ___
1 Native American
2 Asian
3 Black
4 White
5 Hispanic
6 Not Available

Education: ___
1 Grade 0-4
2 Grade 5-8
3 Grade 9-11
4 H.S. Diploma
5 Some College
6 Not Available

Employment Status: ___
1 Full-time
2 Part-time
3 Unemployed
4 Disabled
5 Retired
6 Not in Labor Market
7 Seeking Work
8 Info Not Available

Occupation: ___
1 Professional
2 Managerial
3 Clerical
4 Technical
5 Service
6 Agriculture
7 Homemaker
8 Sales
9 Inmate
10 Other: _____

Source of Referral: ___
1 TV
2 Radio
3 Friend/Family
4 Employer
5 Library
6 Other Agency
7 Other Literacy Organization
8 Poster
9 Literacy Hotline
10 Other _____
11 Not Available
12 Special Event
13 PR Talk

Income Level: ___
1 (< 5,000)
2 (5-9,999)
3 (10-14,999)
4 (15-19,999)
5 (20-24,999)
6 (>25,000)
7 Not Available
8 On Public Assistance

Why did learner come to this program?

Told of Programs Offered? ❑ Yes ❑ No
Referred to Another Agency: ❑ Yes ❑ No Where? _____

Available to Meet:

	Morn	After	Eve
Mon	❑	❑	❑
Tues	❑	❑	❑
Wed	❑	❑	❑
Thurs	❑	❑	❑
Fri	❑	❑	❑
Sat	❑	❑	❑
Sun	❑	❑	❑

Instruction Preference: ❑ OTO ❑ Small Group ❑ Either
Tutor Preference: ❑ Male ❑ Female ❑ Either
Location Preference: _____
Transportation Mode: _____
Special Needs: ❑ Hearing Impaired ❑ Physically Disabled ❑ Wheelchair
❑ Teen ❑ Irregular Meeting Times
Initial Assessment:
❑ READ (Part III) ❑ ESLOA
❑ LVA Integrated Assessment

Interests: Score: Topic:

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LVA Learner Intake/Permanent Record (continued)

Goals Upon Entry/Progress Toward Goals

	Specific Goal	Date Set	Date Achieved	Specific Goal	Date Set	Date Achieved
1 Community						
2 Driver's License						
3 GED						
4 Job/Better Job						
5 Survival Skills						
6 Parenting Skills						
7 Voting						
8 Enter other Ed./Training						
9 Library/Creative						
10 Left Public Assistance						
11 Other _____						

Progress **Report Date:** | |

1. What overall progress has the learner made?
   - Fluency in: ❑ Reading ❑ Writing ❑ Speaking
   - ❑ Follows directions with greater ease
   - ❑ Other: _____
2. Changes in self-esteem (or integration into North American culture) noted:
   - ❑ More at ease ❑ Does more things alone
   - ❑ Has positive attitude to new projects
   - ❑ More pride in appearance ❑ Socializes more
   - ❑ Attempts things not willing to be tried before
   - ❑ More willing to read aloud and share ideas (with group)
   - ❑ More eye contact
   - ❑ Other: _____
3. What reading materials are being used?
   - ❑ Books ❑ Reading Series ❑ Poetry
   - ❑ Real Life Materials (newspapers, forms, handbooks, job manuals, menus, etc.)
   - ❑ Other: _____
4. What writing has been done?
   - ❑ Journals ❑ Letters ❑ Stories/Essays
   - ❑ Notes ❑ Poetry ❑ Job-related
   - ❑ Other: _____
5. What activities has the learner participated in?
   - ❑ Recruitment ❑ Media ❑ Speaking
   - ❑ Newsletter ❑ Support Group ❑ Talk to New Learners
   - ❑ Other: _____

Assessment *(every 50 Hrs)*:

❑ READ ❑ ESLOA
❑ LVA Integrated Assessment

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Re-Test Date:
Score: Topic:

Instructional Hours

Date	Hrs This Period	Year to Date Hrs	Life to Date Hrs

Termination **Termination Date:** | |

Termination Reason:

1 Met Goals
2 Health/Pregnancy
3 Childcare Problems
4 Transportation Problems
5 Tutoring Location
6 Lack of Interest
7 Moved/Left Area
8 Personal
9 Job Conflict
10 Tutor Termination
11 Tutor/Learner Sched Conflict
12 Unknown
13 Other _____

Additional Comments:

Length of Stay in Program:

1 0-6 hours
2 7-12 hours
3 13-25 hours
4 26-50 hours
5 >50 hours
6 Not available

Assessment at Termination

❑ READ ❑ ESLOA ❑ LVA Integrated Assessment

Score: Topic:

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About
LITERACY VOLUNTEERS OF THE EASTERN PANHANDLE

LITERACY VOLUNTEERS OF THE EASTERN PANHANDLE is an all-volunteer, non-profit, tax-exempt educational organization that helps adults learn to read, write, and speak the English language.

Berkeley and Morgan County residents who want reading help, and newcomers to our area who need help learning English as a second language, can get free, confidential, one-to-one or small-group tutoring in these basic skills.

Literacy volunteer tutors are trained and certified. Tutoring sessions are tailored to meet the special needs and reading levels of individual students. Teaching materials, in-service training, supervision, and access to reading specialists and social services are provided by the Literacy Volunteer program.

LVEP is sponsored by the **Martinsburg-Berkeley County Public Library** and maintains an office there. Information on any aspect of the program can be had by contacting the **Library Literacy Center** at 264-0298.

LVEP is an affiliate member of **Literacy Volunteers of West Virginia** and **Literacy Volunteers of America, Inc.** and is a member agency of the **United Way of Berkeley/Morgan Counties.**

Learn to Read

Learn to Read Better

Free Help.
Call:
In Berkeley Co. - 264-0298
In Morgan Co. - 258-9721
or
1-800-642-2670

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Literacy Volunteers of the Eastern Panhandle

Serving the people of Berkeley and Morgan Counties

For free help call:
In Berkeley Co. - 264-0298
In Morgan Co. - 258-9721
or
1-800-642-2670

A Member Agency of United Way of Berkeley/Morgan Counties and Literacy Volunteers of America, Inc.

Attachment 5

The Roots of LVEP

LVEP was established in 1982 under the sponsorship of the Martinsburg-Berkeley County Public Library and Berkeley County Adult and Community Education, with an initial grant of $50 from the Friends of the Library.

Funding for the program has come from many sources; the Friends of the Library, corporate and individual donations, fund-raising and grants. In 1990 and 1991, virtually all of the operating budget came from grants, including, for the first time, the United Way. As a result of that support LVEP requested, and received, full agency status from United Way.

Why LVEP is Needed

We believe that the ability to read is critical to personal freedom and the maintenance of a democratic society.

According to the U.S. Department of Education, one in five American adults is functionally illiterate--20% of the adult population.

What is Functional Illiteracy?

Functional illiteracy refers to the inability of an individual to use reading, speaking, writing and computational skills in everyday life situations. For example, a functionally illiterate adult is unable to fill out an employment application, follow written instructions, or read a newspaper.

The National Assessment of Educational Progress assessed the literacy skills of America's young adults (21-25 years old) and found that 80% couldn't read a bus schedule, 73% couldn't interpret a newspaper story, and 63% couldn't follow written map directions.

Further, DOE statistics show that 60% of prison inmates are illiterate and 85% of all juvenile offenders have problems reading. In addition, a DOE study on Adult Performance Levels found that more than 20% of American adults were unable to perform ordinary reading tasks such as ordering a meal from a menu or filling out a job application.

A Census Bureau study conducted in 1982 indicated that between 17 and 21 million adults do not read at all or read below 4th grade level. DOE studies indicate that an additional 2.2 million adults who are unable to read are added to the population each year.

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UNESCO ranks the United States as 49th among the 156 United Nations members in its rate of literacy, and this current ranking reflects a drop of 18 places since 1950.

What can you do to help?

LVEP has an average of 75 trained tutors working in any one year. They serve an average of 150 students each year. Because learning to read is not a quick or easy process, half of our students have been with our program for over a year.

Literacy training takes money, trained people and time. Money is needed to pay for the materials required to train our tutors and teach our students. We urge you to generously support the United Way of Berkeley and Morgan Counties.

Although our volunteers are dedicated and hard-working, there are far too few to help the many people who need us. We need more volunteer tutors who are willing to spend a few hours each week teaching someone to read.

In addition, we want those who need our help to know that we are available. If you know someone who has difficulty reading and would like to improve their skill, tell them about us. We will do our best to help.

Attachment 6

Literacy Volunteers of The Eastern Panhandle

Tutor Retention Questionnaire

RECRUITMENT/ORIENTATION

1. How did you hear about Literacy Volunteers of the Eastern Panhandle (LVEP)?
   Library _____ Newspaper _____ TV _____ Radio _____ Word of Mouth _____
   Through other Community Agencies _____ Other (Please specify) _____

2. Why did you become a volunteer with LVEP? _____

   _____

3. LVEP requests that as a volunteer, you devote a certain amount of training and time to the program. Were you aware of these commitments *prior* to the Tutor Training Workshop? Yes _____ No _____

4. Have you encouraged/asked another person to become a literacy volunteer tutor?
   Yes _____ No _____

TUTOR-STUDENT MATCHING

5. Do you feel you were appropriately matched with a student? Yes _____ No _____
   Why or why not? _____

6. If you felt you were not appropriately matched, what steps did you take to resolve the problem? (Check all that apply).
   Discussed the problem with someone else in program _____
   Tried to solve problem on your own _____
   Did nothing _____
   Quit program _____
   Other (Please specify) _____

RESOURCES

7. Do you/did you use the adult literacy tutoring materials at the Martinsburg Public Library?
   Yes _____ No _____ Did not know about materials _____

8. If yes, what materials do you/did you use? (Check all that apply)
   Books to read with student _____
   Books to help improve my tutoring skills _____
   Other (Please specify) _____

9. Do you/did you use the Martinsburg Public Library as a meeting location for you and your student?
   Yes _____ No _____

10. Do you/did you feel that adequate library resources are/were available? Yes _____ No _____
    If no, why? _____

TRAINING WORKSHOP

11. LVEP required an initial 18 hour tutor training workshop prior to tutoring a student. Please check your level of satisfaction with the workshop you took.

Workshop Topics	Completely Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Completely Dissatisfied	Do Not Remember
A. Teaching Techniques (includes Language Experience Stories, Phonics, Consonants, and Word Patterns)	_____	_____	_____	_____	_____
B. Lesson Planning/Setting Student Goals	_____	_____	_____	_____	_____
C. Assessment of Student Progress	_____	_____	_____	_____	_____
D. Understanding Student Characteristics (for example,potential low self-esteem and learning disabilities)	_____	_____	_____	_____	_____

12. If not "completely satisfied" with 11A, what could have been done to better prepare you? _____

_____

_____

13. If not "completely satisfied" with 11B, what could have been done to better prepare you? _____

_____

_____

14. If not "completely satisfied" with 11C, what could have been done to better prepare you? _____

_____

_____

15. If not "completely satisfied" with 11D, what could have been done to better prepare you? _____

_____

_____

PROGRAM SUPPORT

16. Did you receive information on an on-going basis from: (Check all that apply)
    LVA (the National level) _____
    LVA-WV (the State level) _____
    LVEP (the Local level) _____

17. Were you contacted periodically by LVEP regarding your student? Yes _____ No _____

18. Were you informed of in-service training and seminars? Yes _____ No _____
    If informed, did you attend? All _____ Some _____ None _____

19. Did you feel you were included in LVEP activities? Yes _____ No _____

GENERAL INFORMATION

20. Are you currently tutoring a student? Yes _____ No _____

21. Circle the years in which you have tutored for LVEP. (Circle all that apply)
1984 1985 1986 1987 1988 1989 1990 1991 1992 1993

22. In which LVEP programs did you tutor? (Circle all that apply)
Basic Literacy English as a Second Language (ESL)

23. If you are not a tutor with LVEP anymore, why did you leave? (Check all that apply)
Moved from the area _____
Tutoring became too time consuming _____
Personal commitments outside of program increased _____
Not satisfied with student attendance _____
Not satisfied with student progress _____
Lost interest in tutoring (Please comment below) _____
Other (Please specify) _____

24. Please add any additional comments here. _____

_____

_____

_____

_____

_____

_____

Thank you for your time in helping us to evaluate our organization. If you fail to make the June 21 deadline, please return your questionnaire, anyway. We look forward to your comments and suggestions.

Attachment 7 (a)

LVEP NEWS

LITERACY VOLUNTEERS
OF THE EASTERN PANHANDLE
May/June/July 1993

LVEP AWARDED 7-ELEVEN GRANT

Third Consecutive Year As Recipient

LVEP is the recipient of a $1500 literacy grant from the Southland Corporation's (7-Eleven) "People Who Read Achieve" program. This is the third year LVEP has requested and received a grant. In the past, LVEP's grant money was allocated toward the purchase of computers. This year, the grant will fund the start-up of a language lab with the purchase of an audio series to complement our ESL program. The grant will purchase the audio cassette program for our series "English for a Changing World." Three cassette players with matching headphones will also be purchased. This will supplement and reinforce the tutor's time with the student. Students will be able to sign the equipment out for use in the Adult Literacy area of the library. Basic Reading students may also use the cassette players with audiobooks currently in the library.

An awards ceremony will be held on Tuesday, May 18 in Greenbelt, Maryland. Susan Kirby will be accepting the award on behalf of LVEP.

Also receiving grant awards at the ceremony will be Therese Hess, on behalf of the Martinsburg Library Literacy Center, and Dottie Allegrezza, on behalf of the Regional Jail.

LVEP STUDENTS WILL REPRESENT STATE AT NATIONAL CONGRESS

The National Literacy Congress will be held in Washington, D.C. on September 17-21. West Virginia will send three student delegates to represent the state, one from the Laubach Literacy Organization and two from the Literacy Volunteers of America Organization. This year LVEP has the honor of sending to the conference *both* student delegates to represent LVA-WV.

Adrian Sava will represent the state and LVEP as the ESL student. Adrian's tutor is Jim Eros and they have been matched for a year and a half. Richard Owen will represent the state and LVEP as the Basic Reading student. In addition, Richard, along with Adrian, will be voting members of the Congress. Richard's tutor is Amy Benson and they have been a successful match for five years. Congratulations to Adrian and Richard for your sustained efforts in literacy!

ANNUAL MEETING AND PICNIC IN THE PARK

A family picnic is planned as part of our annual meeting this year. It will be held on Thursday, June 10, at War Memorial Park in Martinsburg, at the new pavilion near Park Street. LVEP will provide the meat, beverage, paper plates, cups, napkins, and silverware. Each family is asked to bring a covered dish to the event. Bring your student and his or her family also! The schedule for the evening is:

6:00PM	**Registration and Socializing**
6:30PM	**Dinner**
7:15PM	**Business Meeting**
8:00PM	**Awards and Recognitions, followed by fun and games!**

LVEP is a member agency of United Way of Berkeley/Morgan Counties and an affiliate of Literacy Volunteers of America, Inc.

OPPORTUNITIES

Family Literacy Project

The LVA Family Literacy Institute, sponsored by the G.T.E. Foundation, will meet in Louisville, Kentucky on October 20-23, 1993. The Institute provides aid to affiliates who are interested in starting a Family Literacy Program in their community. LVEP is looking for a volunteer interested in participation in this leadership training workshop. Participants will complete a planning document during the workshop with the understanding that they will return to their communities and implement the plan. Stipends of $475.00 will be available to selected participants to help offset the cost of travel, accommodations, food and registration. This is a wonderful opportunity to expand our services from one-to-one Basic Reading tutoring to small group family involvement. If any volunteer is interested, please stop by the office or call 264-0298 for more details.

Board of Directors Retreat

Our LVA chapter has grown and become strong because of the leadership of many people. One of the ways we improve is to re-evaluate ourselves, taking a look at what and how we are contributing to our organization.

On Saturday, May 22, the Board of Directors plans an all-day self-evaluation at Susan Kirby's home. The Board will review objectives for the current year ending June 1993, and evaluate those objectives met and those not met. They will also set new objectives for the program year 1993-1994. The Board invites any and all suggestions from volunteers regarding the direction of the LVEP program. Drop off written suggestions at the Literacy office before May 21.

"Today is yesterday's tomorrow. Today will soon be tomorrow's yesterday."

Betty Yarborough

PATS ON THE BACK

The **PATS ON THE BACK** column is dedicated to literacy members who have made an extra special contribution to our chapter. In this newsletter we salute **Helen Ryan** and **Margaret Didden**.

This year is **Helene's** one year anniversary as LVEP'S one and only employee. She holds the responsibilities of matcher, office organizer, record keeper, caller, caller committee chairperson, trainer. The number of hats this lady wears is amazing and we are all grateful for the efficiency she has brought to our organization!

Margaret not only *dreamed* the "Impossible Dream," but actually made the dream come true! The LVEP Adult Literacy Library has doubled in space, making it possible for more matches to meet in the library and lots more room for books and materials. Thanks, Margaret, for making "this" dream come true.

Pats on the back to both of you for your service, your inspiration, and your dedication to our organization!

NEWSBRIEFS

TUTOR RETENTION PROJECT

As part of LVEP's ongoing upgrading of its program, the Board of Directors wanted to better understand how to train and retain tutor volunteers. Cathy Burcham, a graduate student from Hood College in Frederick, Maryland, is currently conducting a marketing research study for LVEP entitled "Tutor Retention Project." The project design includes a questionnaire which will be mailed to all current and past tutors. Feedback from the questionnaire will be used in evaluation of LVEP in order to help guarantee sustaining commitment from its members. Tutor participation will be the key to a successful evaluation, so remember to return your questionnaire! Project results will be presented at the July 8 Board of Directors meeting.

COUNTDOWN TO TUTOR 7

LVA's revised practical teaching guide will be released in its new form, TUTOR 7, this summer. This is the new edition which combines both teaching focuses, one-to-one and small group, together. All currently certified Workshop Leaders will be required to take a recertification training seminar in order to continue as workshop leaders. This nine hour seminar will be held on Friday and Saturday, August 27 and 28, as part of the State Conference in Beckley, West Virginia. New Workshop Leaders must also attend a preservice for the recertification training on Friday morning, August 27th. Both the three hour preservice and the nine hour Workshop Leader Training seminar must be completed for new trainers.

LIBRARY NEWS

We've grown! For those of you who haven't been to the adult literacy section of the Martinsburg Library lately, we've grown! We have doubled in our space available for matches to meet. We've also added some new features, including more study desks and wonderful new slanted shelves so we can *see* those beautiful book covers! Be sure to take some time and browse around. You might find something that's been previously hidden!

Thanks for returning the Tutor Retention Project Questionnaire!

Tutors, don't forget about the National Issues Forum. Please encourage your students to participate!

UPCOMING EVENTS

May

18 "People Who Read Achieve" Awards Ceremony, Greenbelt, Maryland.

22 Board of Directors Retreat.

June

10 LVEP Annual Meeting and Picnic, War Memorial Park, Martinsburg, 6:00PM 'til Dark.

July

8 LVEP Board of Directors Meeting.

August

26-28 LVA-WV State Convention, Beckley, West Virginia.

"IT'S THE GAME OF THE SEASON!"

Literacy Volunteers of America-West Virginia plans to hold its State Convention in Beckley, West Virginia at the Beck Hotel on Thursday thru Saturday, August 26-28, 1993. A baseball theme is planned as the overall motif...so listen up!

"It's the Game of the Season!"

"All-Star Batters...."

"Dominating Pitchers..."

"Speedy Baserunners..."

"Enthusiastic Fans..."

The Convention will have workshops on the 50-50 Program Management, Workshop Leader Training, WV CALL, VISTA information, and the new Intake/Update forms and Reporting Review.

All volunteers and Board members are invited to attend.

The "pitchers on the mound" will be the State staff, the "catchers behind the plate" will be the State Board, and the general membership is needed "at the plate!"

The "7th Inning (on Saturday) will feature more Learning Disabilities information for tutors, student sessions, the State Board Meeting, the LVA-WV Annual Meeting, and the final wrap-up which will be the Student Recognition Luncheon featuring All-Star students and tutors from local affiliates.

This is your invitation from LVEP to "Play Ball!"

Literacy Volunteers of the
Eastern Panhandle
% Martinsburg Public Library
101 W. King St.
Martinsburg, WV 25401

Attachment 7(6)

LVEP News

LITERACY VOLUNTEERS of the EASTERN PANHANDLE

September 1993

Tutors and Learners Turn Out in Record Numbers For Annual LVA-WV State Conference

More than 130 people attended the annual state LVA conference held August 26-28 in Charleston, WV. It was the state's largest conference ever. The group included tutors, board members, and 30 students (representing ESL students, basic reading students, and learning disabled students)

A variety of workshops was available to provide affiliate management skills training, Train-the-Trainer instruction for tutor trainers (conducted by Therese Hess); an ESL training overview (facilitated by Diane Ansari); and grant writing instruction. Several special sessions were held for learners, and plans to develop more learner-centered events for next year were discussed in a student roundtable

LVEP was represented by 14 people. Our group included board members, program staff, tutors, and learners: Dottie Allegrezza, Diane Ansari, Chuck Boland, Jim Eros, Mary Fish, Edna Hendershot, Barbara Inman, Therese Hess, Rita Kaplan, Susan Kirby, Quan Thi Lineberry, Betty Pugh, Helene Ryan, and Adrian Sava

ATTENTION TUTORS!
Training and inservice dates and information on page 2.

To celebrate this year's "winning Team" theme, many of our group joined the cheering section of the West Virginia Wheelers ballclub. For Adrian Sava (Romania) and Quan

(continued on page 2)

LVEP Conference participants. Seated, from left: Helene Ryan, Quan Thi Lineberry, Jim Eros. Standing, from left: Mary Fish, Chuck Boland, Therese Hess, Adrian Sava, Rita Kaplan, Barbara Inman, Betty Pugh, Dottie Allegrezza, Susan Kirby.

Float to Success

The LVEP Public Relations Committee at its recent meeting (see page 3) expressed interest in developing a float for entry in the up-coming seasonal parades. The project was approved at the September 9 Board meeting.

Tutors, learners, or friends of LVEP who can help kick this off are encouraged to call the Literacy Office this week. We have one volunteer to develop an audio track since our primary audience is nonreaders; and there is one builder so far. Our major need is for a vehicle and driver to pull a small trailer display. Experienced sign painters or artists would also be appreciated. The first parade date is for the Apple Butter Festival on October 9, so please call now if you can help make this happen. We need you.

Other ideas are welcome. If we can make this a team effort, we'll turn it into a party. Contact Rita Kaplan at 754-9563

BEST COPY AVAILABLE

LVEP Members Attend State Conference

(continued from page 1)

Thi Lineberry (Viet Nam), this was their first time at a ball game. We're happy to report that our team (a "farm team" for the Cincinnati Reds) won.

Another winning team was recognized at the closing luncheon. LVEP's Jim Eros and Adrian Sava were honored as one of the state's tutor-student teams of the year and both shared encouraging words with the group, invited guests, and the TV cameras.

All of us were moved by the success stories of other tutors and learners who attended this year, as well as by our keynote speaker, Barbara Harmon-Schamberger, WV Arts and Education Secretary. Many of you may have seen her profiled in a Martinsburg Journal article on August 30 in which she spoke of her own learning disabilities. Previously cut off from the world by words, she could not read; today, she is a Rhodes Scholar, an attorney, and a member of the Governor's cabinet. She is an eloquent reminder of what dedicated tutor-learners can accomplish.

And finally, another home run for LVEP! For an unprecedented third consecutive year, Literacy Volunteers of the Eastern Panhandle was selected by the state board of Literacy Volunteers for the Jean Ambrose Affiliate of the Year Award. This honor is a tribute to the hard work and dedication of all our tutor/learner partnerships and to the generous support of our community partners. We hope it encourages everyone to continue their commitment to learning and to reach for their personal best.

Tutor Training and Inservices

And Other Opportunities for Personal Development

Several types of training and skills development programs have been scheduled or tentatively planned for tutors and new volunteers this program year. Please call the Literacy Office (264-0298) for further details and to register for those you wish to attend.

• **ESL Tutor Training Workshop**—Diane Ansari will offer an 18-hour workshop to train new volunteers in techniques for teaching English as a Second Language. The Workshop will be held in the Martinsburg Room of the Martinsburg Public Library on Saturday, Oct. 23, 9 am-4 pm; Saturday, Oct. 30, 9 am-4 pm; Tuesday, Nov. 2, 6-9 pm; and Thursday, Nov. 4, 6-9 pm.

There is no fee for the Workshop. Previously trained tutors are encouraged to sit in on any or all sessions as a review and to help demonstrate principles and share personal tutoring experiences.

• **Tutor Roundtable and Pizza**—Share your tutoring experiences, successes, and questions with others on Wednesday, Oct. 27, in the Martinsburg Room of the Library, 6-8:30 pm. Pizza and drinks provided. This will be an informal get-together for both Basic and ESL tutors, to get to know each other and to help all of us do the best possible job in our chosen volunteer services.

• **NIF Moderator Training**—Sometime in November or December, the WV Humanities Council will offer free training in how to organize and lead National Issues Forums. One such Forum, for adult new readers, was held last June. Our learners would like to do more. You can help by leading one of the sessions. (Date and place to be announced later.)

• **Russian Culture Program**—Alla Baskakova, an ESL learner from Russia, has offered to present a program about Russian culture and literature for all of our tutors and students. (Date and place to be announced later.)

• **Basic Reading Tutor Training Workshop**—Our first workshop using the new TUTOR 7 textbook and training module will be held in January or February 1994.

• **Tutor Recertification Inservice**—Shortly after concluding the TUTOR 7 Workshop, which will be for new volunteers, an inservice for previously-trained tutors will be given. This hands-on program will present the major changes and additions in TUTOR 7, and give experienced tutors new strategies to use, particularly in the areas of process writing and comprehension.

• **Library Use Inservice**—The cataloging of our adult literacy collection into the computerized system of the Martinsburg Library is nearing completion. Sometime before the end of this year, there will be an inservice for tutors and students together to show how the collection is organized, how you can find materials on various subjects and skills, and how to check out and return materials.

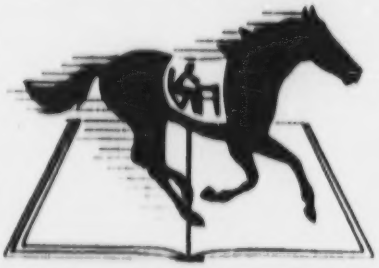
Conference '93

We're off and running to the National Conference!

Student of the year, Adrian Sava, and others from our program are headed to this year's national LVA conference in Louisville, KY, on October 20-23.

Mix pure pleasure with literacy learning. Cruise the Ohio River on the "Belle of Louisville," a steam-powered sternwheeler and national historic landmark; follow the workshop "tech track;" enjoy "Miss Cora, The Moonlight Lady," a play tracing the early literacy movement and honoring Cora Wilson Stewart, the country's second nominee for President; participate in any of the 87 workshops, from computer learning to community collaboration; or just mingle with the many interesting people who will be there for "Literacy, From Start to Finish," this year's theme.

LITERACY
From Start to Finish



Louisville, KY
Oct. 20-23, 1993

Registrations must be completed by our office no later than September 17, so call us soon if you want to join us.

Registration is $75 for literacy program members, $15 for students. Rooms are $88.20 per night, double or single (i.e., $44.10 per person if you share a room); formal meal events, which are optional, total $62. All of that totals $269.30 if you stay three nights. In addition, there is a $25 Dinner Cruise and a Saturday Closing Luncheon for $15.

Transportation costs are additional; however, because we are within driving distance, car pooling arrangements can be made and travel costs shared.

For a complete list of workshops and further information, call the Literacy Office at 264-0298.

This promises to be an exciting conference and we hope you will attend. Bring your spouse, or a friend, and make this a mini-event. Guests may participate in all meals and events; guests not attending workshops do not incur the conference registration fee.

PR Committee Plans Year's Activities

LVEP's new Public Relations Committee held its first meeting on September 7 in the library literacy area of the Martinsburg Library. Those present included Phyllis Leach and Linda Cole from Morgan County, Edna Hendershot, VISTA Volunteer from Hancock, Therese Hess and Rita Kaplan from Berkeley County.

The group agreed that its primary mission for this year is to inform and educate our communities about the services provided by LVEP, and to recruit new students for our programs. To support these efforts, members accepted first round assignments to initiate community business partnerships, initiate more public service announcements and newspaper items, develop a regular Morgan County column for our newsletter, and encourage tutors to help students prepare items for a student newsletter feature. The first major project will be a float to use in area parades this fall. See story on page 1 for details.

Craft Items Wanted for Conference '93

Each year, LVA learners conduct a raffle at the national conference as a fundraiser. Proceeds are used to reduce costs for students who attend the event through student scholarships.

This year's event will feature crafts (each work valued at $50.00 or more) donated through local LVA affiliates. Because learners are the only recipients of these funds, they are encouraged to help obtain donations, as are all other LVA members and supporters, for the funding event.

Many of our new readers have well developed skills in other areas. This is an excellent way to build self-esteem by recognizing their existing expertise in producing craft items.

If you or your learner partner has an item to contribute from your own talents or those of a friend, please contact the Literacy Office by the end of September (264-0298).

Pats on the Back, Good Ideas, and Just Plain Gossip

• Tutor **Wanda George** must be doing something right. The head of the local Human Services office called the Literacy Office to say how proud everyone there was of Wanda's student, who has gotten her driver license and a job since improving her reading with Wanda's help.

• Tutor **TamMara Peer-Illig** and her student don't let his physical handicaps stop them from learning. Although he is confined to a bed or wheelchair, he can constantly work on hard-to-remember sight words because TamMara put up a chalkboard on the wall of his room and lists the trouble words there, to be studied between lessons.

• Tutor **Evans Tennant** and his ESL student should both know the word "peripatetic." It describes their wonderful way of learning and talking about all things American. So far, they've taken field trips to a fruit orchard and the Blue Ridge Outlet Center, as well as up and down main street and around the library.

• Tutor **John Streeter** should be returning about now from his summer adventure. He went on a kayaking trip in Alaskan seas, getting some *very* close-up views of whales and icebergs. What an experience story he'll have to write about!

• We're losing some of our younger tutors to the great "out there." **Preston Pentony** has applied to the Peace Corps for assignment in Africa and **Donna Ansari** has returned to WVU for a Master's degree in French. Both will make use of the skills they learned as ESL tutors in our program. Donna, in fact, has a parttime position at WVU as a teaching assistant in French and has been asked to demonstrate her ESL techniques for the other instructors.

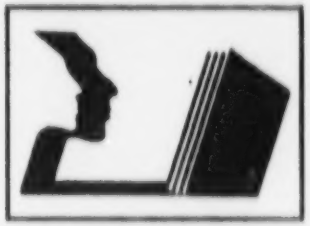
• Several tutors have commented on the very positive reactions of their students to the recent National Issues Forum in which they participated. **Rita Kaplan's** student **Quan Thi Lineberry** wrote an article about the experience, which will be published in an upcoming issue of "Networks," the statewide literacy newsletter.

• **Anita Keighley's** student has been admitted to Hagerstown Junior College! Talk about success stories!!! Congratulations, **BG**

Literacy Volunteers of the Eastern Panhandle
c/o Martinsburg Public Library
101 West King Street, Martinsburg, WV 25401

(304) 264-0298

Attachment 8



Help an Adult
Learn to . . .

- READ
- WRITE
- SPEAK

. . . Better!

For Information on
Volunteer Tutoring

in

Morgan County
Berkeley County

Call

264-0298

Literacy Volunteers
of the
Eastern Panhandle

Affiliate: United Way,
LVA-WV, LVA, Inc.

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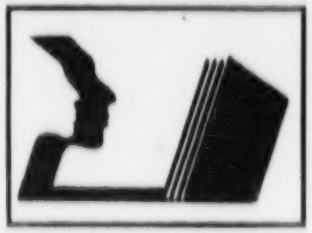
LEARN TO . . .
• READ
• WRITE
• SPEAK
. . . BETTER!

LITERACY
VOLUNTEERS of the
EASTERN
PANHANDLE

304-264-0298 Berkeley Co.
304-258-9721 Morgan Co.

AFFILIATE: United Way, Literacy Volunteers of West Virginia, LVA, Inc.



Learn to . . .

- Read
- Write
- Speak

. . . Better!

FREE HELP
PRIVATE HELP
FOR ADULTS

In

Berkeley County
Morgan County

Call Us!

264-0298

Literacy Volunteers
of the
Eastern Panhandle

Affiliate: United Way,
LVA-WV, LVA, Inc.

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Attachment 9(a)

Our Volunteer Tutors

Teach

Basic Reading & Writing

and

English as a Second Language

Using State-of-the-art

- Tutor Training
- Audio-visual Materials
- Fiction & Skills Texts

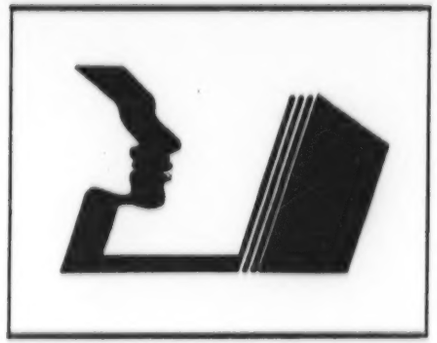
Designed Especially for Adult Learners

IF YOU CAN'T READ, YOU CAN LEARN
IF YOU CAN READ, YOU CAN TEACH

The Literacy Center
2nd Floor
Martinsburg Library
264-0298

Attachment 9(b)

~ Continuing Education at the Library ~



The Library Literacy Center

and

Literacy Volunteers of the Eastern Panhandle